

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Patricia Dang

Official School Name: Kapalama Elementary

School Mailing Address:
1601 North School Street
Honolulu, HI 96817

County: Honolulu State School Code Number*: 124

Telephone: (808) 832-3290 Fax: (808) 832-3302

Web site/URL: www.k12.hi.us/~kapalama/ E-mail: patricia_dang@notes.k12.hi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Patricia Hamamoto

District Name: State of Hawaii Tel: (808) 586-3310

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Garrett Toguchi

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 38 | Elementary schools |
| 9 | Middle schools |
| 0 | Junior high schools |
| 6 | High schools |
| 1 | Other |
| 54 | TOTAL |

2. District Per Pupil Expenditure: 11659

Average State Per Pupil Expenditure: 11659

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 9 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	4	11	7	0	0	0
K	58	55	113	8	0	0	0
1	57	56	113	9	0	0	0
2	43	70	113	10	0	0	0
3	55	59	114	11	0	0	0
4	54	48	102	12	0	0	0
5	67	47	114	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							680

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
70 % Asian
0 % Black or African American
1 % Hispanic or Latino
21 % Native Hawaiian or Other Pacific Islander
1 % White
7 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	43
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	43
(4)	Total number of students in the school as of October 1.	641
(5)	Total transferred students in row (3) divided by total students in row (4).	0.067
(6)	Amount in row (5) multiplied by 100.	6.708

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 119

Number of languages represented: 14

Specify languages:

English, Cantonese, Mandarin, Ilocano, Tagalog, Visayan, Korean, Samoan, Vietnamese, Chuukese, Lao, Marshallese, Pampango, and Tongan.

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 400

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 3 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>40</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	97%	96%	96%	97%
Daily teacher attendance	99%	98%	97%	97%	98%
Teacher turnover rate	2%	2%	2%	2%	2%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Kapalama Elementary School is located in Kalihi, a multi-ethnic, working-class district located in downtown Honolulu. Established in 1927, Kapalama is rich in tradition but constantly evolving and adapting to meet the challenges of changing times. Thirty three stepping-stones stretching across a grassy courtyard in the school, each stone bearing the name of a member of Kapalama's first graduating class of 1935. As today's students rush to class across the courtyard, the stepping stones serve as a silent but powerful reminder of how the present and the future are built on the sturdy foundation of the past.

Kapalama opened with 10 classrooms and 246 students and was originally an English Standard School for students who were proficient in English. A cow barn on the site was converted into an auditorium and classroom building in the 1940's. Carter Hall - named after Beatrice Carter, principal from 1931 to 1959 - completed its transformation in 1997 as a multi-purpose building with a computer lab, closed circuit TV studio, classrooms, and an auditorium.

Today, Kapalama has 39 classrooms and serves 680 students from preschool through grade five. Nearly 60% of its students receive free/reduced lunch and 18% qualify for English Language Learner (ELL) assistance. Students not only speak English but thirteen other languages. While many students are recent immigrants, some have parents and grandparents who attended Kapalama. This wide-ranging diversity is challenging, however, this diversity helps students understand and appreciate the best of each other's worlds.

Kapalama's efforts throughout the years have culminated in its selection as a 2008 Hawaii Blue Ribbon School and nominee for the national 2009 Blue Ribbon Schools program. In 1995, Kapalama received the PTA Advocate for Children's Award. In 1996-97, Kapalama was named Frito-Lay Honolulu District Outstanding Elementary School. Kapalama has been recognized as a Hawaii Distinguished School, attaining Adequate Yearly Progress (AYP) for the past six years.

Kapalama's mission is to provide an environment that challenges and nurtures all students to become literate, responsible and caring citizens who will be active contributors to society. Kapalama's vision is to form a community of learners who believe, achieve and succeed. While developing children into good students and citizens, the staff does an excellent job of overcoming limited time and resources through hard work, commitment and creativity.

In addition to the school's strong academic programs, Kapalama has many unique extracurricular programs. These include Kapalama Kids Network – a live closed-circuit TV program broadcast daily by students; an accomplished chorus that performs throughout Hawaii; a concert band; an annual curriculum fair; the Family Fair featuring game and food booths; and the May Day multi-cultural celebration that brings the community together for fun and fellowship.

Kapalama is especially proud of its character education programs. The Positive Behavior Support system reminds students to: Take care of yourself, Take care of others, Take care of this place. Students are kind and considerate, and particularly patient to those with special needs. These values are reinforced through activities such as the Na Aikane ("friends") and Malama ("to care for") programs. Every month, the Na Aikane program recognizes students who personify character traits rooted in traditional Hawaiian values and also aligned with the State General Learner Outcomes. In the Malama program, students exhibiting positive behavior are awarded with tickets that can be redeemed for prizes. Kapalama's peer mediation program trains selected students in problem-solving techniques to help fellow students.

Kapalama School is dedicated to providing a solid foundation for its students to believe, achieve and succeed in all of their endeavors and we strive to be the initial stepping stone in their development as life long learners and contributing members of society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Formative and summative assessments are used to measure student learning to meet the Hawaii Content and Performance Standards at Kapalama School. Students in Grades 3-5 participate in the Hawaii State Assessment (HSA) administered in April. This assessment measures student knowledge and skills in reading and math. HSA results indicate student proficiency in meeting the State's rigorous academic standards. The assessment has the following proficiency levels:

Level 1: "Well Below Proficiency" – student demonstrates little or no knowledge and skills in the content standards for this grade.

Level 2: "Approaches Proficiency" – student demonstrates knowledge and skills in the content standards for the grade.

Level 3: "Meets Proficiency" – student demonstrates knowledge and skills required in the content standards for this grade.

Level 4: "Exceeds Proficiency" – student demonstrates knowledge and skills that exceed the content standards for the grade.

The Hawaii State Department of Education established AYP as 28% in reading and 10% in math for the year 2004. For the years 2005 through 2007, the AYP was increased to 44% in reading and 28% in math. For the year 2008, the AYP increased to 58% in reading and 46% in math. Kapalama's scores exceeded the 2008 State's AYP expectations by 8% in reading (66%) and 4% in math (50%). Over the 5-year period from 2003-2008, our school made consistent gains, showing an 8% improvement in reading and 16% improvement in math.

Progress is documented longitudinally as well. Over a 3-year span from 2006-2008, the student group tested originally in Grade 3 and then again in Grade 5 showed an improvement of 21% in reading, reaching 65% proficiency, and improvement of 31% in math, reaching 54% proficiency. Grade 5 showed an improvement using the same testing protocol for the past two years. The reading scores from 2007 to 2008 showed a 7% improvement with 65% of the students reaching reading proficiency. The math scores from 2007 to 2008 showed a 12% improvement with 54% of the students reaching math proficiency. The data indicated a consistent pattern of improvement both within grade levels and longitudinally. Kapalama School has also shown steady results in the nationally normed Stanford Achievement Test (SAT 9) and TerraNova. In 2004, 76% of students scored average or above in reading and 84% in math while in 2008, 82% students scored average or above in reading and 82% in math. The results reflect students meeting or exceeding State and National standards.

Disaggregated data reflects similar upward trends. Over the 5-year testing period from 2004-2008, the Pacific Islander student sub group made an 8% gain in reading, from 58% to 66%, and 17% gain in math, from 34% to 51%. The Economically Disadvantaged sub group made a 15% gain in reading, from 48% to 63%, and 16% gain in math, from 28% to 44%. The ELL sub group was not considered in the AYP calculations due to insufficient enrollment in the testing grades.

Kapalama's AYP scores validate the school's efforts to deliver differentiated instruction in the classrooms to meet the needs of all students. Kapalama's test results can be found at the State's NCLB website: <http://arch.k12.hi.us/school/nclb/nclb.html>

Students in Grades K-5 are also asked to demonstrate their reading and math skills using formative classroom assessments to monitor learning progress. Formative assessment results closely correlates with HSA data.

2. Using Assessment Results:

Kapalama's school community understands the value of collecting and analyzing student assessment data to improve student achievement and school performance. Since 2004, professional development days have been dedicated to assist teachers to use data to improve the rigor and relevance of the school's curriculum, instruction, and assessments.

At the beginning of each school year, the Kapalama's teaching staff analyzes HSA data to identify students who require targeted assistance to achieve grade level proficiency. All content strands are examined to pinpoint and highlight difficult content strands for students to master and to provide the teaching staff with direction for curriculum planning to address the needs of all students.

Classroom teachers use multiple assessments to monitor student progress. These assessments help teachers adjust the pacing, scope of content, and instruction as needed. To plan for differentiated instruction, students are initially assessed to determine academic strengths and needs.

Four committees comprised of teacher representatives from each grade level and support staff, report and review quarterly assessment data. The Language Arts, Math, Science and Lead Team Committees look for patterns and trends to reflect on past practices and plan for the teacher's follow-up actions. The Lead Team Committee utilizes comprehensive data to monitor the school's planned activities and expenditures as stated in the annual Academic/Financial Plan and to design specific activities which support and focus on continuous school improvement and increased student achievement.

Teachers use weekly articulation time to analyze data amongst grade level members and collaboratively share instructional strategies. This time is also used to examine student work samples to build inter-rater reliability.

Self-assessment is an important reflective practice to improve both student and teacher learning. Students at Kapalama are encouraged to use school-developed reading, math, and writing rubrics and to assemble progress folios that contain student-selected work samples accompanied by their learning reflections.

3. Communicating Assessment Results:

Kapalama School has an established communication system to share assessment results, and student performance data to the faculty, students, parents, and community on a regular and timely basis. Our school reviews the HSA and baseline school assessment results at the start of the school year to ensure the areas of need identified in the assessment data are addressed in the current Academic/Financial Plan. Teachers use the data to analyze student performances to determine strengths and needs. Teachers share this information with families at the annually scheduled parent teacher conferences. In addition to teachers sharing state and school data, students embark on their own educational journey of collecting evidence and reflecting on their learning to share with families during student-led conferences. The annual curriculum fair displays student work and promotes better understanding of standards-based learning among students, parents, and the community.

Based on the State's Comprehensive Student Support System students are provided with a variety of resources and services to improve their learning. Kapalama's Keiki Intervention Team (KIT) meets when student concerns arise. At this meeting, current assessment data is shared and recommendations for student interventions are determined. As the student's level of need increases, Kapalama's student support team responds accordingly. Parents are informed and involved throughout the entire student intervention process.

Regular faculty and grade level meetings are scheduled for teachers to collaboratively share quarterly assessment results, monitor student progress, and identify next steps for student achievement. The school provides principal-sponsored coffee hours, family child workshops, newsletters, and informational flyers to share data and explain the school's plan to address rigorous and relevant student learning.

The School Community Council (SCC) is an advisory board to the school and monitors the school's AFP and is responsible for sharing data to the school community.

4. Sharing Success:

Kapalama is committed to high educational excellence for every teacher and student. Maya Angelou's quote, "I did the best I knew and when I knew better, I did better" reflects Kapalama's educational philosophy of continuous learning and sharing. Kapalama has developed and fostered partnerships with other schools and community agencies to share best practices in teaching and learning.

The school has welcomed visitors from Japan and Korea, U. S. DOE, Pacific Regional Education Laboratory (PREL) and other Hawaii schools. Our visitors experience the supportive and collaborative school culture that embraces best teaching practices including curriculum mapping, assessments for learning, strategies to meet student developmental needs, and special programs that motivate and engage students. We welcome opportunities to visit other schools to learn, share, reflect, and refine our educational practices.

Kapalama teachers mentor aspiring teachers from our high school as well as new teachers from local teacher preparation programs. Teacher mentors model effective teaching practices and classroom management techniques; guide new teachers as they plan, implement, and reflect on standards-based lessons; and provide collegial support to learn the inner workings of a school system and how to manage the comprehensive duties of a highly qualified teacher.

Staff members have participated and presented at complex professional development days and they have shared best practices at other school-level trainings in our district. School leaders attend monthly complex and district meetings to share and collaborate with peers to improve the quality of education services and learn about new educational initiatives in the State's Department of Education.

Our Academic/Financial Plan delineates our commitment to specific and clear targets and includes continuous learning benchmarks for teachers and students. Kapalama will continue to excel as a school because we are committed to our profession and the students we serve.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kapalama School designs its curriculum with eyes focused on Hawaii's Vision of a High School Graduate. Woven into all curricular areas are the State's standards and General Learner Outcomes (GLOs). Critical and creative thinking are integrated into all subjects and students are encouraged to question, make connections, and work collaboratively. Teachers understand that in order for students to succeed in the 21st Century, they need to plan for a rigorous and relevant curriculum that challenges students to apply the skills they learn.

Kapalama's students use language arts skills to acquire content knowledge throughout core curricular areas. The language arts curriculum gives students the opportunity to think, construct meaning, and communicate as well as to understand themselves and to relate to people in a diverse global society. Kapalama's balanced literacy approach emphasizes decoding and comprehension strategies. Students use 6-trait writing system to improve their writing skills such as developing ideas, organization, voice, sentence fluency, word choice, and conventions. Students use oral communication to share their understanding of content and conceptual learning.

Kapalama uses a research-based math program that spirals from Grades K through 5. This allows for students to use consistent math vocabulary, strategies, and assessment formats. Students learn math concepts through the process standards. Working in cooperative groups allows students to utilize life skills such as problem solving, oral and written communication, and teamwork. Math is integrated into other content areas such as science, social studies, art, and music. Students are given opportunities to discover and explore math concepts in real world situations.

The social studies curriculum at Kapalama immerses students in rigorous and relevant project-based learning. Standards-based lessons, which utilize content rich literature, expose students to past social issues and allow them to make connections to their lives. Students use critical thinking skills to form understandings of universal concepts, such as interdependence, unity and diversity, change and continuity, to shape their ideas and beliefs toward becoming responsible community contributors. Students are involved in several school-sponsored community service projects throughout the school year.

Students at Kapalama learn about the world around them through the science inquiry process. Teachers plan a rigorous curriculum based on the State's science standards. Students build on prior knowledge to construct new meaning through exploration and new experiences. Hands-on learning engages students in thoughtful and reflective analysis to form questions that guide their understanding of science concepts.

Interactive instruction in a vocabulary-rich environment is part of Kapalama's physical education curriculum. Students develop gross motor skills through a variety of activities that include dance, creative movement, group play, and team sports. Students learn and apply wellness and health concepts in physical education classes as well as extra-curricular activities. Sportsmanship attitudes are promoted to develop positive self-image and a willingness to work together.

Art is integrated into every content area at Kapalama. Students express their content understanding through drama, poetry, music, dance, drawing, painting, ceramics, and photography. Students experience art appreciation through planned field trips to concerts, museums, and stage performances. In addition, students are actively engaged in lively music classes taught by a specialist. Students are given opportunities to participate in after school chorus and band programs that are aligned to the fine arts standards.

Students at Kapalama learn technology skills to prepare for a global technological society. Students learn computer skills such as keyboarding, word processing, creating power point presentations, navigating through the Internet, video production, and engage in other interactive learning media. An enrichment class of Grade 4

and 5 students explores career options and applies video production techniques to produce school wide closed circuit broadcasts. Weekly library classes incorporate technology to enhance all curricular areas to promote literacy.

2a. (Elementary Schools) Reading:

Kapalama understands its responsibility in setting the foundation for reading literacy. Unlike traditional basal programs that dictate specific stories, summative assessments, scripted questions and pacing guidelines, Kapalama's Balanced Literacy program allows teachers the flexibility to select rich literature that engage the students and integrate with other content areas. The teachers are trained in assessing the students individually and use consistent terminology, strategies, and self-assessment tools that create a unified literacy system that flows across grade levels.

The school's reading curriculum involves balancing comprehension strategies with word recognition strategies. Along with instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension, students learn to formulate literary responses to demonstrate their deeper understanding of the text.

A student's reading experience starts with an assessment using an informal reading inventory (IRI). The IRI provides the teacher with information on the student's approximate reading level and aids in diagnosing specific reading difficulties. Guided reading groups or individual conferences are planned to meet the specific needs of the students. Students gain a deep appreciation for reading through daily read aloud sessions by teachers. Leveled libraries give students the opportunity to select the "right book". Reading Logs are sent home daily and communicate the importance of reading to parents.

Kindergarten and Grade 1 teachers explicitly teach letter sounds and sight words. They also use a supplemental interactive computer-based literacy program to support decoding and vocabulary skills. All grade level teachers use leveled books that teach decoding and comprehension skills during guided reading and individual conferences. Fluency is developed through Reader's Theater and partner reading activities. Comprehension strategies are modeled and discussed using content rich chapter books. Graphic organizers are used to create visual structures to improve reading comprehension. Explicit teaching of key vocabulary and building background knowledge are instructional strategies used to strengthen comprehension.

3. Additional Curriculum Area:

Like the lauhala weavers of ancient Hawaii, technology is woven into the very fabric of our standards-based curriculum to prepare Kapalama School students to meet the rigorous demands of the 21st century.

Teachers provide students access to interactive educational websites for rapid, relevant, and current fact-finding information to create virtual field trips in their classrooms. Teachers have a variety of technology resources to enhance their teaching instruction. Classroom iPods allow teachers to access free public audio and video podcasts to build on student learning. Teachers also use websites like the National Geographic and Discovery Channel to expose students to real life scenarios. The librarian provides access to online resources that help students locate library books, learn about Internet safety, and promote literary appreciation.

Video projectors allow for teachers to promote interactive learning opportunities in all content areas. Teachers are able to get instant feedback regarding each student's learning when they share and demonstrate their thinking using the video projectors. Teachers also provide visual and tactile examples to build students' content knowledge as a way to transition from the traditional lecture lessons to interactive student-led presentations and discussions. Students engage in rich discussions based on the presentations to build common knowledge.

Kapalama recognizes the importance of technology as a learning resource and has invested in computer labs and mobile laptop carts to provide greater accessibility for students to enhance technology skills. A common

computer lab is used for school wide computer classes for students. A mini-lab is provided for independent research and project-based learning activities. Mobile laptop carts create mobility for students and teachers to arrange their learning environment in different configurations. Students work in flexible groups to develop new technology skills and engage in group projects.

4. Instructional Methods:

Kapalama understands that every student has unique developmental needs and varied abilities and skills. Teachers use anecdotal records, baseline assessments, formative and summative assessments, and parent/student interest and learning style surveys to understand the academic and developmental needs of each child. Teachers plan and implement standards-based lessons as they differentiate instruction for each child. The school's creative use of scheduling allows for smaller and flexible learning groups in the regular classrooms for teachers to provide direct teaching instruction and address specific needs. The school trains reading tutors to provide direct interventions for students reading below grade level.

Teachers are trained to design relevant lessons with rigor, scaffold key curricular concepts, and purposefully plan for integrated reading instruction with specific instructional goals. Reading data determines the instructional level of supports that students will receive during integrated instructional periods. In the classroom, teachers utilize whole and flexible grouping of students to enable peer mentoring and collaborative supports as well as specific teaching interventions. Teachers use books and resources appropriate to students' instructional reading level. They also use other strategies such as Sheltered Instruction Observation Protocol (SIOP) to acquire vocabulary, modified assignments, chunking information, oral interviews, visual cues, learning through multiple modalities, inquiry, and problem solving.

Special programs with skilled personnel address the needs of students in the ELL and Special Education (SPED) programs. Program teachers collaborate with regular education teachers to ensure that instruction is aligned and bridges the learning needs of individual students.

Instructional resources are available to all teachers to enhance instruction and provide real-life examples for students. Technology allows students extra time to practice and demonstrate what they learned. Calculators provide students a speedier means to access their learning. Language arts and math computer programs give students extra time to practice skills.

5. Professional Development:

Great teachers form the foundation of excellent schools and research has shown that teacher effectiveness is directly enhanced by meaningful professional development. Kapalama's road map is strategically aligned to the school's Academic/Financial Plan. Professional development goals are determined by analyzing school wide student data. Curriculum committees identify school trends through analysis of quarterly assessments and determine professional development goals. These goals are specific, measurable, attainable, results-oriented, and timely (SMART) and align to the State's strategic plan. Rigor and relevance is the umbrella that encompasses the school's professional journey.

Professional development in math literacy included understanding of the math benchmarks and the taxonomic levels, correlating the math benchmarks to the math program, learning the problem solving process and strategies, introducing the National Council of Teachers of Mathematics (NCTM) focal points, developing tools for self assessments, and learning to analyze student work collaboratively. Teachers attended math workshops sponsored by the University of Hawaii and learned math strategies taught in different countries at the NCTM Regional Math Conference. They also networked with teachers from different schools and grade levels. School visitation to high performing schools provided teachers with effective math models. Teachers integrated math training to problem solving and science inquiry initiatives and student self-assessment to progress folios. Grade

level articulation allows teachers to share ideas and teaching strategies. Kapalama's focus on math learning has had an impact on student learning as evidenced in improving HSA scores.

In addition to rigor and relevance, a third R, relationships, is the driving force behind the school's professional development. The common chatter in the teacher's workroom captures the excitement of teachers willing to share their ideas and inquire about a lesson that catches their eye. The cartful of treasures a teacher lugs to the classroom becomes a springboard for collaborative learning and informal professional development.

6. School Leadership:

Kapalama developed a systemic approach to leadership to create a school culture centered on student success. The school has shown steady gains on the HSA in reading and math as intended in the school's Academic/Financial Plan. The foundation of the school's success is grounded in collegial relationships with a common focus on student achievement and support.

The school's principal encourages school leaders to continuously improve instructional practices, develop innovative programs, seek new solutions to challenging situations, and persevere to support children from the most challenging backgrounds. Our principal believes that challenges are opportunities for success. She manages the school's success by ensuring that agreed upon systemic processes are honored by all school community members.

Kapalama's multifaceted system includes operational procedures to promote shared leadership in planning and implementing a standards-based curriculum, student support programs, and enrichment activities. The array of services outlined in the Academic/Financial Plan provides for instructional literacy reform strategies in core subject areas teacher professional development transitional programs across grades and support systems through community partnerships.

Teachers are involved in planning for, reviewing, and revising the academic plan throughout the school year. Monthly faculty meetings are scheduled for the Language Arts, Math, and Science allowing staff to monitor and adjust enabling activities to improve student achievement. Articulation meetings for each grade level are scheduled two times a quarter for teachers to discuss and plan classroom instructional strategies and supports.

In addition to the monthly committee meetings, the Lead Team meets quarterly to review the school's data and progress. The team determines which academic benchmarks are in place, in progress, or need additional follow-up actions. The Lead Team members represent the voices of the school community and serve as a direct link to staff members to ensure that policies, programs, and academic plans improve student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007

Publisher: American Institute for Research

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	42	37	23	27	46
% Advanced	17	15	0	4	7
Number of students tested	103	110	84	103	96
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	29	23	24	24	38
% Advanced	14	5	0	2	8
Number of students tested	51	62	45	54	53
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Proficient plus % Advanced	42	38	22	27	46
% Advanced	17	16	0	4	8
Number of students tested	103	108	81	102	93
3. (specify subgroup): ELL					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hawaii State Assessments for SY2003-2004, 2004-2005, and 2005-2006 was HCPS II, Edition 2004, published by Harcourt.

Subject: Reading

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: HCPSIII Edition 2007

Publisher: American Institute for Research

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	62	59	44	48	49
% Advanced	3	5	2	1	1
Number of students tested	103	110	84	103	96
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	57	48	42	35	36
% Advanced	2	2	0	0	0
Number of students tested	51	62	45	54	53
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Proficient plus % Advanced	62	59	44	47	51
% Advanced	3	5	2	1	1
Number of students tested	103	108	81	102	93
3. (specify subgroup): ELL					
% Proficient plus % Advanced	19	17	21	13	
% Advanced	0	0	0	0	
Number of students tested	16	24	14	16	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hawaii State Assessments for SY2003-2004, 2004-2005, and 2005-2006 was HCPS II, Edition 2004, published by Harcourt.

Subject: Mathematics

Grade: 4 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007

Publisher: American Institute for Research

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	50	60	34	62	
% Advanced	18	25	5	9	
Number of students tested	112	84	104	102	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	46	63	18	55	
% Advanced	9	21	0	7	
Number of students tested	54	43	51	55	
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Proficient plus % Advanced	51	58	33	63	
% Advanced	18	25	5	9	
Number of students tested	110	80	102	99	
3. (specify subgroup): ELL					
% Proficient plus % Advanced	12	10	8	20	
% Advanced	0	0	0	0	
Number of students tested	17	10	13	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade 4 was not tested in SY2003-2004. This grade level was not included in statewide testing until SY2004-2005.

Hawaii State Assessments for SY2003-2004, 2004-2005, and 2005-2006 was HCPS II, Edition 2004, published by Harcourt.

Subject: Reading

Grade: 4 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007

Publisher: American Institute for Research

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	61	68	55	66	
% Advanced	8	6	5	5	
Number of students tested	112	84	104	102	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	57	70	39	64	
% Advanced	7	9	0	2	
Number of students tested	54	43	51	55	
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Proficient plus % Advanced	62	68	55	68	
% Advanced	8	5	5	5	
Number of students tested	110	80	102	99	
3. (specify subgroup): ELL					
% Proficient plus % Advanced	18	40	15	50	
% Advanced	0	0	0	0	
Number of students tested	17	10	13	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Grade 4 was not tested in SY2003-2004. This grade level was not included in statewide testing until SY2004-2005.

Hawaii State Assessments for SY2003-2004, 2004-2005, and 2005-2006 was HCPS II, Edition 2004, published by Harcourt.

Subject: Mathematics

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007

Publisher: American Institute for Research

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	54	42	40	23	23
% Advanced	33	18	2	2	3
Number of students tested	89	108	103	112	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	59	31	35	13	15
% Advanced	34	19	4	2	4
Number of students tested	44	48	55	63	47
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Proficient plus % Advanced	55	43	41	22	22
% Advanced	33	18	2	2	3
Number of students tested	86	105	101	109	96
3. (specify subgroup): ELL					
% Proficient plus % Advanced		18		0	
% Advanced		0		0	
Number of students tested		17		15	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hawaii State Assessments for SY2003-2004, 2004-2005, and 2005-2006 was HCPS II, Edition 2004, published by Harcourt.

Subject: Reading

Grade: 5 Test: Hawaii State Assessment

Edition/Publication Year: HCPS III Edition 2007

Publisher: American Institute for Research

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	65	58	41	60	67
% Advanced	10	8	1	1	2
Number of students tested	89	108	103	112	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	70	48	38	57	64
% Advanced	7	8	2	0	2
Number of students tested	44	48	55	63	47
2. Racial/Ethnic Group (specify subgroup): Asian/Pacific Islander					
% Proficient plus % Advanced	64	58	42	59	66
% Advanced	10	9	1	1	2
Number of students tested	86	105	101	109	96
3. (specify subgroup): ELL					
% Proficient plus % Advanced		24		20	
% Advanced		0		0	
Number of students tested		17		15	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Hawaii State Assessments for SY2003-2004, 2004-2005, and 2005-2006 was HCPS II, Edition 2004, published by Harcourt.